

PAEMST GUIDELINES

The following guidelines have been developed to assist mathematics and science teachers with the process of applying for the PAEMST award. Dwight Sieggreen, science teacher at Hillside Middle School in Northville and past president of the Association of Presidential Awardees in Science Teaching (APAST), has agreed to mentor educators who would like assistance with the application process. Dwight can be reached at: sieggrdw@northville.k12.mi.us. Those interested in working with Dwight should contact him by March 1, 2005. Questions may also be directed to Jean Shane, Michigan Coordinator for PAEMST, shanej@michigan.gov.

Guidelines for the videotape

- ❑ Use a new, never used, VHS videotape to record your lesson. High quality videotape and sound are essential to a successful application.
- ❑ Discuss with students what you are doing with the lesson ahead of time so they take some ownership for a successful taping session. Discuss cooperation!
- ❑ Be sure students are engaged in the lesson you are taping. Students should participate in the learning experience. Show one-to-one teacher-student interaction. Show small group interaction.
- ❑ Do not stand or sit in front of the classroom and lecture to students. While demonstrations have their place in a classroom, for the PAEMST lesson, students should be engaged in hands-on, minds-on activities. Limit the use of an overhead projector.
- ❑ Communicate with students on their physical level. Bend down to talk with them about the lesson. Question students about what they are doing. Provide evidence of student insights/discoveries.
- ❑ Do your best to have your passion for teaching emerge during the taped lesson. If you are nervous, try to pretend you are not being taped. Do several practice tapings. If you are nervous it shows and impacts the lesson. Provide evidence of your communication skills and questioning strategies likely to engage student thinking.
- ❑ Judges notice the learning environment. Be sure your classroom environment is appropriate and supportive of learning. (bulletin boards, things hanging from the ceiling, overall appearance of the classroom)
- ❑ Be sure the videotape matches the lesson you write about. Identify ONE 5-8 minute section carefully. Indicate a beginning and an ending time marker. Be sure the identified segment shows students engaged in the mathematics or science activity.
- ❑ Watch your grammar during the lesson. If you make a mistake, do the entire tape again.
- ❑ Do not talk to the judges via the videotape.
- ❑ Have a videographer follow you around the room. The distance between you and the camera should not be more than 5-6 feet.
- ❑ When you have completed the taping, review the videotape to be sure the sound is clear, that the camera is not jumping around, the lesson is continuous without any

- breaks or stops, and that the tape does not include a blank (dark) picture or long segments of students walking to a location.
- ❑ Complete the tape at least a few weeks prior to the deadline. Review the tape. If it needs to be redone, you will have time to do so.
 - ❑ Adhere strictly to the application guidelines regarding the video.
 - ❑ Professional appearance and demeanor are important.
 - ❑ Be sure to submit TWO copies of the tape.
 - ❑ DO NOT stop the videotape during the lesson.
 - ❑ If you plan to have Dwight Sieggreen or another mentor review your tape and provide constructive feedback, you need to get the tape to the mentor by March 1. This will give the mentor time to review the video AND you time to re-tape a lesson if necessary.

Guidelines for the written application

- ❑ State the national standards or benchmarks addressed.
- ❑ Label the sections of the application as outlined in the application packet. Number the pages.
- ❑ Text must be double-spaced. Margins on all four sides MUST be at least ½ inch.
- ❑ Submit **no more than eight** pages
- ❑ Identify standard time format to target sections of the video. Pay special attention to the directions at II B 2 (a, b, and c) and II B 3 (b). These instructions call for applicants to identify specific segments of the videotape.
- ❑ Applicants must provide background and experience information.
- ❑ Include a copy of your nomination form. A copy can be obtained from the person who nominated you or from Jean Shane at the Michigan Department of Education.
- ❑ Correct grammar, spelling, punctuation, and the appearance of the written application are all key components of a successful application. Be sure to ask someone you trust to critique your written application.
- ❑ Do not use folders, binders, or report covers. Copies should be on standard size, white copier paper.
- ❑ Be sure to comment on student work as requested.
- ❑ Provide planned revisions as requested in the application.

Guidelines for the applicant's resume

- ❑ Adhere to the guidelines for the resume as stated in the application requirements. Note the two page, single space requirements.
- ❑ Emphasize what you have done professionally for the past five years. If there is something dramatic you accomplished prior to the five-year time line, include it.
- ❑ Be sure you are a member of both a state and national organization. The more the better is a good policy. Include memberships in informal science/mathematics centers, groups, programs, etc.
- ❑ Try to get published by writing an article for a state science/mathematics newsletter or journal. Most of the editors of publications connected to state level

science/mathematics organizations are in need of articles.

Publications will bring attention to your resume.

- ❑ Apply for grants and list the ones you receive. Many local school districts and foundations offer grant money.
- ❑ Continue to take graduate courses or obtain CEUs to prove you are keeping current in your profession. Note them on your resume.
- ❑ Take on leadership positions in your school system, the state, and with national organizations, and list those positions on your resume.
- ❑ Be a presenter at state and/or national conferences. List those activities on your resume.
- ❑ List all forms of recognition you have received for your profession. Include school system awards, state, and national recognition.
- ❑ Focus on what you have done for the profession since college graduation.